

YEAR 6 HISTORY AT ORCHARD

Key Stage 2 periods of history are taught in a chronological order with the earliest time-period taught in year 3. The advantage is that it helps children to develop a good understanding of chronology and the older children study periods where there is more detailed concrete evidence to match their increased reading and skills in analysing sources.

	Autumn	Spring	Summer
Year 6	<p>Conflict: World War II</p> <p>The Blitz is chosen as a study of an aspect in British history that extends pupils' chronological knowledge beyond 1066. This unit allows pupils to consider the effect of 20th century conflict on people in their region. It compares the effect of the war in Syria and the Blitz on children's lives.</p>	<p>The Civil Rights Movement- America</p> <p>Civil Rights is taught to give prominence to the Black Lives Matters movement and social injustice. It adds North America to the regions of the world that are studied. This provides an overview study connecting</p>	<p>Numbers Through Time - Longitudinal Study</p> <p>This provides an overview study connecting revisiting periods of time studied including the Ancient Greeks and Romans to learn about how important numbers have been over time. It concludes with a focus on what numbers reveal and how they reflect changes in our lives through looking at statistics and census data.</p>
	<p>Local History Northampton- Why is Walter Tull considered an important figure in history?</p> <p>Milton Keynes- What impact did Bletchley Park and Ultra have on German and British lives?</p> <p>Museum of London Archaeology (MOLA) workshop on locally bombed areas during WWII</p>	<p>revisiting periods of time studied including the Ancient Greeks and Romans to learn about how important numbers have been over time. It concludes with a focus on what numbers reveal and how they reflect changes in our lives through looking at statistics and census data.</p>	

Conflict (Year 6 Autumn Term)

About this Unit: This unit provides children with the opportunity to look at World War II as an aspect of British history that extends pupils' chronological knowledge beyond 1066. Children will look at how WW2 started to help provide them with some context, but will spend more time looking at the Blitz and the wider affect this had. Children will also make comparisons between this and other conflicts throughout modern history.

KE1: The Blitz: all we need to know about World War II?

- How significant was the Blitz?
- World War II: whose war?
- What was the impact of World War II on people in our locality?
- How well does a fictional story tell us what it was like to be an evacuee?
- Evacuee experiences in Britain: is this all we need to know about children in World War II?
- New opportunities? How significant was the impact of World War II on women?
- What did men do in World War II? Did all men have to fight?
- When was the most dangerous time to live? How different was the Blitz?

KE2: Causes of Conflict – Longitudinal Study

- What happened to children after the end of World War 2?
- How has the war in Syria impacted children?
- How do children's lives during World War 2 and the war in Syria compare?

KE3: Local History Study- How did my locality contribute to wars in the 20th century?

- Northampton-** Why is Walter Tull considered an important figure in history?
- Milton Keynes-** What impact did Bletchley Park and Ultra have on German and British lives?

The Civil Rights Movement- America

About this Unit: This unit provides children with the opportunity to look at The Civil Rights Movement as an aspect of non-European history that extends pupils' chronological knowledge beyond 1066.

KE1: The Civil Rights Movement: America

- a. What was the United States of America like in the 1950s?
- b. Why did Oliver Brown take the Board of Education to the Supreme Court?
- c. Why didn't Rosa Parks give up her seat on the bus?
- d. What was Dr Martin Luther King Jr's dream?
- e. Why did 3200 people march from Selma to Montgomery?
- f. What is the Black Lives Matter movement and why is it significant?

KE2: Civil Rights – Longitudinal Study

Who were the Suffragettes?

Numbers Through Time - Longitudinal Study (Year 6 Summer Term)

About this unit

The chronological unit is new and challenging for primary schools and it is important to tackle it correctly. Whether you decide to take the option of a broad sweep of time as this unit does, or whether you decide to home in on a specific turning point (examples of these units will follow) you should enable students to make links across time to what they have already learned, so for example, if you are studying the Industrial Revolution as a turning point, you might make links to other turning points up to 1066 or from European/world study that students have learnt about previously. This is a challenging and rigorous, fun unit that will complement work carried out in Maths, but allows students to make links back into periods they have already studied, as well as carrying the chronology forward. In this unit, students will gain an understanding of the history of number and its importance to past societies as well as how those societies have helped to shape the development of number and mathematics. Through this history unit, designed to complement the mathematics curriculum, students will develop their understanding of the inter-connections between mathematics and history. The unit is not exhaustive and due to the limits of time, not all developments and contributions have been fully traced, but teachers can insert these if they wish.

KE1: How important have numbers been over time?

- a. What can evidence suggest about how and why prehistoric people counted?
- b. How did ancient civilisations use numbers?
- c. What contribution did the Ancient Greeks Make?
- d. How did people in the past count large numbers quickly?
- e. When and Why did the number Zero come about?
- f. Why were we still using Roman Numerals in Britain until the 12th century?
- g. What impact did numbers have upon the Renaissance?
- h. What was the biggest influence of numbers in the 20th century?

KE2: How can numbers reveal and reflect changes in our lives?

- a. What are statistics and how are they recorded and presented?
- b. When were statistics relating to people in Britain first recorded and what kinds of statistics were recorded? What can they tell us about life at the time?
- c. What is a Census?
- d. How are statistics used by historians?